

Sunapee Middle High School - Writing Rubrics-Procedural

PROCEDURAL	Advanced 4	Proficient 3	Basic 2	Novice 1
Purpose/Focus	<ul style="list-style-type: none"> States a concise and clear purpose statement Provides context and overview that makes clear the relevance of the procedure (why <i>this</i> procedure; why do this <i>this</i> way) 	<ul style="list-style-type: none"> States a clear purpose statement Adequately provides context and overview 	<ul style="list-style-type: none"> Purpose statement is weak, wordy or not clearly linked to procedural steps. Context is vague 	<ul style="list-style-type: none"> Purpose is not clear No purpose statement or purpose is not linked to procedure
Details/Elaboration	<ul style="list-style-type: none"> Identifies prerequisite skills and knowledge(if any) Highlights any safety issues or precautions Adds a list of equipment, supplies, parts needed Includes any other preparation concerns Defines steps and sub-steps succinctly Includes hints, help, advice appropriately (not distracting or too personal or trivial) Adds illustrations, analogies, models, aids for understanding States a performance or success standard as follow-up 	<ul style="list-style-type: none"> Adds a list of equipment, supplies, parts needed Defines steps and sub-steps Employs some aids for understanding and preparation Indicates a conclusion or standard of success 	<ul style="list-style-type: none"> Defines minimal number of steps Brings steps to conclusion of procedure or process Some sub-steps are mixed randomly in with steps or not included at all (if needed) Includes few aids in understanding or elements of preparation 	<ul style="list-style-type: none"> Defines only some of the necessary steps required to accomplish task Aids to understanding are distracting/confusing or non-existent
Organization/Coherence	<p>Skillful Structure:</p> <ul style="list-style-type: none"> Strong, engaging presentation Effective sequencing of ideas relating back to purpose Format skillfully eases reader through the procedure 	<p>Appropriate Structure:</p> <ul style="list-style-type: none"> Engaging introduction Adequate sequencing of ideas based on purpose and linked to purpose Format is easy to follow 	<p>Weak Structure:</p> <ul style="list-style-type: none"> Introduction needs some revision Sequencing may be illogical Format is difficult to follow 	<p>Little to no Structure:</p> <ul style="list-style-type: none"> Format inconsistent and/or confusing
Voice/Tone/Style	<ul style="list-style-type: none"> Writer's voice is confident, convincing, and imbedded within the textual information Clear sense of purpose and audience Consistent point of view 	<ul style="list-style-type: none"> Writer's voice is confident Writer's reaction and feelings about the thesis are evident Clear sense of audience and purpose Consistent point of view 	<ul style="list-style-type: none"> Sense of purpose and/or audience not clear Straight facts with writer's voice detached from topic 	<ul style="list-style-type: none"> Unclear or no sense of voice Unclear or no sense of purpose and/or audience
Word and Language Choice	<ul style="list-style-type: none"> Words/phrases powerfully convey the intended message Often uses precise words 	<ul style="list-style-type: none"> Correct/adequate words or phrases get message across Uses precise word 	<ul style="list-style-type: none"> More precise and accurate words are needed to convey a clear message 	<ul style="list-style-type: none"> Limited vocabulary; words may be used inappropriately or unnecessarily repeated
Sentence Fluency	<ul style="list-style-type: none"> Purposeful and innovative sentence structure to enhance intended effect Skillful use of transitions within and across paragraphs 	<ul style="list-style-type: none"> Purposeful use of sentence structure to enhance intended effect Transitions connect ideas within and across paragraphs 	<ul style="list-style-type: none"> Some understanding of sentence structure Limited use of appropriate transitions 	<ul style="list-style-type: none"> Little or no sense of sentence structure Lacks transitions
Grammar/Mechanics/ Usage	<ul style="list-style-type: none"> Shows creativity and flexibility when using conventions to enhance meaning 	<ul style="list-style-type: none"> Uses grade level appropriate conventions Errors are minor and do not obscure meaning 	<ul style="list-style-type: none"> Uses grade level appropriate conventions Errors occasionally obscure meaning 	<ul style="list-style-type: none"> Limited understanding of grade level appropriate conventions